



PARTNERING FOR SUCCESS

A Parent Packet of Resources

Helping Children Succeed in School and in Life

Be sure to attend one of each of the four sessions

<p>Session One: Non-cognitive Part One</p> <p>September 22 for MGES, MTES, and SSES at MGES September 29 for CRES, OTES, and WWES at WWES</p>	<p>Session Three: Non-cognitive Part Two</p> <p>February 9 for CRES, OTES, and WWES at WWES February 23 for MGES, MTES, and SSES at MGES</p>
<p>Session Two: Embedding Rigor Part One</p> <p>November 3 for MGES, MTES, and SSES at SSES November 4 for CRES, OTES, and WWES at WWES</p>	<p>Session Four: Embedding Rigor Part Two</p> <p>March 2 for MGES, MTES, and SSES at MGES March 3 for CRES, OTES, and WWES at WWES</p>

Please consider us partners in your child's success. Contact us at any time:

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A kindergarten through grade four strategy assuring every child is preparing to graduate College and Career Ready.

LEARN MORE ABOUT THE IMPORTANCE OF NON-COGNITIVE SKILLS AND HOW TO STRENGTHEN THOSE SKILLS IN YOUR CHILDREN

Books for Parents to Read

- ▶ Borba, M. (2001). *Building Moral Intelligence*. San Francisco: A. Wiley Company
- ▶ Borba, M. (1999) *Parents Do Make a Difference: How to Raise Kids with Solid Character, Strong Minds, and Caring Hearts*. San Francisco: Jossey-Bass.
- ▶ Caselman, T. (2007). *Teaching Children Empathy: The Social Emotion: Lessons, Activities and Reproducible Worksheets (K-6) That Teach How to "Step into Other's Shoes"*. Chapin, SC: YouthLight
- ▶ Covey, S. (1997). *The 7 Habits of Highly Effective Families*. New York: Golden Books
- ▶ Covey, S. (2014). *The 7 Habits of Highly Effective Teens*. New York: Touchstone
- ▶ Dweck, C. (2007). *Mindsets: The New Psychology of Success*. New York: Balentine Books
- ▶ Ginsburg, K. (2011). *Building Resilience in Children and Teens*. American Academy of Pediatrics
- ▶ Pink, D. (2011). *Drive: The Truth About What Motivates Us*. New York: Riverhead Books
- ▶ Schab, L., et al. (2003). *The Helping, Sharing, and Caring Workbook*. Plainview, NY: Childsworld/Childsplay
- ▶ Shapiro, L. (2008). *Learning to Listen, Learning to Care: A Workbook to Help Kids Learn Self-control & Empathy*. Oakland, CA: Instant Help
- ▶ Sturges, T. (2011). *Grow the Tree You Got*. New York: Penguin Group
- ▶ Tough, P. (2012). *How Children Succeed: Grit, Curiosity, and the Power of Character*. New York: Houghton Mifflin Harcourt
- ▶ Wilson, T. (2011). *Redirect*. London: Penguin Books
- ▶ <http://www.scholastic.com/teachers/article/ages-stages-empathy>



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Books to Read With Your Children

- ❖ Books to assist with “Sense of Self” and Boundaries
 - From Head to Toe by Eric Carle
 - The Kissing Hand by Audrey Penn
 - Personal Space Camp by Julia Cook
 - Ten Little Fingers by Child’s Play
 - What I Like about Me by Allia Zobel-Nolan
- ❖ Books to assist with Managing Impulses and Being Able to Stop
 - I Just Don’t Like the Sound of NO by Julia Cook
 - It’s Hard to be Five; Learning How to Work my Control Panel by Jamie Lee Curtis
 - Llama Llama Mad at Mama by Ann Dewdney
 - No David by David Shannon
 - When I Feel Angry by Cornelia Maude Spellman
- ❖ Books to assist with “Finding Alternative Physical Outlets”
 - My Mouth is a Volcano by Julia Cook
 - Llama Llama Mad at Mama by Anna Dewdney
 - When Sophie Gets Angry-Really, Really Angry by Molly Bang
 - Sometimes I’m Bombaloo by Rachel Vail
- ❖ Books to assist with Identifying/Channeling Feelings
 - My Many Colored Days by Dr. Seuss
 - The Rainbow Fish by Marcus Phister
 - The Way I Feel by Janan Cain
 - Today I feel Silly and Other Moods That Make My Day by Jamie Lee Curtis
 - Feelings by Alikei
- ❖ Books to assist with teaching Empathy
 - Stand in My Shoes: Kids Learning About Empathy by Bob Somson, PhD
 - How Do I Stand in Your Shoes? By Susan DeBell PhD
 - Just Because: Where Seeing Another Point of View Makes a Better You by Amber Housey
 - The Sneetches by Dr. Seuss
 - Chrysanthemum by Kevin Henkes
 - One by Kathryn Otoshi
 - Amazing Grace by Mary Hoffman
 - Hurty Feelings by Helen Lester
 - The Way I Feel by Janan Cain
 - How Are You Peeling? By Saxton Freymann and Joost Elfers
 - Wilfrid Gordon McDonald Partridge by Mem Fox
 - Is There Really a Human Race? By Jamie Lee Curtis and Laura Cornell
 - Because Brian Hugged His Mother by David L. Rice



TOP TEN TAKEAWAYS – MADELINE LEVINE
Teach Your Children Well & The Price of Privilege
www.MadelineLevine.com
December 2012

1) **When did parenting change from being a noun to a verb?** Many parents today treat parenting like a CEO job, managing everything from homework to play dates to sports teams, etc. Research shows that this style of parenting actually detracts from the stages of development necessary to become a successful, independent adult. Parents often do things for kids that they can do for themselves - so it's done quickly and correctly. This deprives kids of the chance to learn for themselves. All children should have chores for which they are not paid. Levine suggests:

- Let kids do for themselves what they CAN do.
- Guide and encourage kids to try and do what they CAN ALMOST do.
- Teach and model behavior that they CAN NOT yet do.

2) **Know the kid in front of you.** Many parents have an idealized vision of who they want their children to be or what they want their children to achieve. This can stifle the most authentic parts of their children. All children have been given gifts and strengths. Step back and let your kids develop into the people they are meant to be, not who you want them to be.

3) **Real self-esteem comes from confidence in one's abilities rather than from the praise of a parent or social group.**

Rather than measuring success by test scores, athletic prowess and musical achievements, think about the bigger picture of life and where your kids will be 20 years from now.

4) **Our hope for our children should be that they have meaningful roles in life and in their communities,** and that they are honest and good human beings committed to contributing to the world around them.

5) **Research suggests that kids only need to feel there is a 50% chance of success for them to work hard at something.** If they believe their ability to succeed at something is at least 50%, they will work hard to achieve it.



6) One in four girls in upper-middle-class communities suffers from depression by 12th grade -- this is three times the rate of other communities. And it doesn't show up in the typical ways of grades dropping or change in friends. They appear poised, groomed and together, but underneath they are riddled with anxiety. Anxiety in boys is also higher. Kids are feeling under pressure and disconnected from their parents.

7) In research where kids from an affluent community were used as a control group in a study of at-risk kids, the affluent kids actually looked worse in resiliency, anxiety, depression and self- mutilation than the at-risk group.

8) No matter how many rolled eyes are exchanged in our homes, our children ultimately do not want to disappoint us. We have forgotten what it is like being an adolescent. There are a million things going on simultaneously in their brains – shifting brain neurons, learning how to communicate with the opposite sex, physical/hormonal changes in their bodies, separating from their parents. It's also important to remember that part of being an adolescent includes rebellion. Before kids know who they are, they have to know who they are not.

9) Much of what we think of as enrichment (Baby Einstein, tutors, an overload of activities) actually achieves the opposite effect.

10) Children and young adults need three things to balance out academics and competition: PDF: play time, down time and family time. Success in life is better measured by grit (the ability to cope with disappointment) and passion (having a zest for life and the drive to achieve something) along with good interpersonal skills and the ability to collaborate. Having a sense of humor is important too.

www.theparentconnection.org



BUILDING EMPATHY AT HOME

- ✿ Read fiction. Read a story and then discuss with your child what happened and why it happened. Talk about the characters' feelings and how these feelings led to the choices they made.
- ✿ Ban violent video games. Young children that play violent video games have a harder time relating to the feelings of others. They also have a tendency to be more physical when retaliating in a conflict. Look for video games that are designed to encourage empathetic behavior. Games where the objective is to help or to save other characters will help instill empathy in your child.
- ✿ Monitor and limit the amount of violent television and movies that they watch.
- ✿ Play in groups. Recess and other group play is a great time for children to learn how to get along with others using conflict resolution skills. Try not to take group play time away as a punishment.
- ✿ Look through magazines or search online for pictures that express the emotions of happiness, anger, sadness, excitement, and fear and have your child identify the emotions. They can also make up stories about why these people are feeling this way. This helps them identify their own feelings and feelings of others.
- ✿ Help your child look up empathy on line.



"I" Message

1. Say the Person's name.

2. I feel

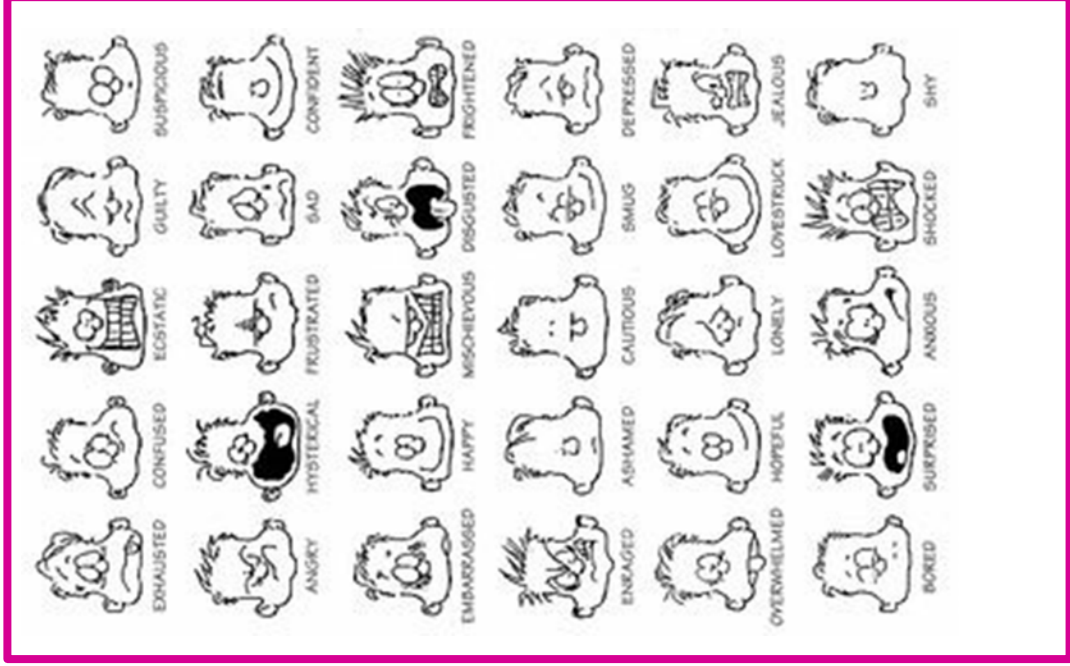
_____.

3. When you

_____.

4. I need

_____.



District Target: Culture of Readiness



Refer to
Handout:
**The Parent
Connection:**
**Madeline
Levine**

Success